

BMR- Module 6 : Graphical Organisers

How are graphical organisers being used in Year 1:

Currently we are most likely to use one of the brainstorming graphic organisers such as the 'Cerebral Chart' or the 'Brainstorming Web.' This kind of graphical organiser might be used to brainstorm ideas for something like a 'role-play' area or to show what we already know about a topic. We might also use it show what we have learned about a topic too.

Simple sequencing graphic organisers are used when planning for or creating stories.

How graphical organisers could be used in Year 1:

Naturally it is important to keep things relatively simple for children of a Year 1 age. However most of the graphical organisers in the reading could be used in some way. It might be physically 'organised' by the teacher so that the teachers does the writing and organisers the thoughts, asks questions that require the children to analyse, compare or evaluate etc.

As children become more familiar with certain graphic organisers they might have an opportunity to work with one independently by sorting some given ideas and placing them into the organisers or doing the above and then adding the next step themselves.

All the of the examples of the analysing graphical organisers could be used with this age group. It might be that the topic they relate to are very relevant to them:

Concept Map: What plants need to grow, Electricity

Organisational Chart: My family tree, the jobs people do at school

T/Y/X chart: Different animals, people etc

Spider map: Playground behaviour

The brainstorming ones as detailed above are very much in use.

Comparing and evaluating could be a little more advanced in terms of some language demands but would work well with concrete materials to support them
e.g

Venn: Different shapes to sort by different criterion

Comparison grid: Compare two mini beasts

Radial diagram: Good behaviour / Bad behaviour

Cause and effect graphical organisers might require some modelling first or might require for the process to have already occurred:

Fishbone: Anatomy of a dinosaur, why seeds did not sprout

Consequence wheel: What will happen if the ayi's didn't come to school for a week?

Barrier diagram: My playtime behaviour, food at lunch time (Sodexho!)

Sequencing organisers such as the cycle map and series of events are in use to show things such as mapping out stories and life cycles of a bean etc.

A flow chart might be a little trickier for children to follow but again could be constructed with children.

Evaluation graphical organisers could easily be used in the following examples:

KWHL: Beginning and end of a topic/unit of work

Decision making – Self assessment of children's work, review of a week, review of targets etc.

PNN Chart: What do we think of school lunches?

Rating Scale: What was my concentration like today?, What did you think about the characters in this book?

When you sit and consider the graphical organisers in this article it is easy to see how they can be adapted for any age group given that the teachers considers the following things;

- Will I construct this/ will the children do this by themselves?
- Shall we do this before or after the event?
- Do I need any concrete/physical resources to support this?
- What language demands will the children have?
- How can I differentiate this so that all children are suitably challenged? / can access this?

Graphical organisers are an excellent way of displaying key bits of information which is important as reading whole sentences can be cumbersome for children of such a young age. Furthermore young children often need something visual to help them organise their own thoughts which these allow them to do.